DOCUMENT RESUME

ED 210 387 UD 021 884

TITLE DORT: Ethnic Literacy Project. ESAA Basic Project. Teacher's Manual.
INSTITUTION Detroit Public Schools, Mich. Dept. of Social Studies.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 80
NOTE 73p.; For related documents, see ED 191 012 and UD 021 883-885.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bibliographies; *Cultural Awareness; *Cultural Background; Curriculum Guides; Elementary Education; *Ethnic Groups; *Ethnic Studies; Instructional Materials; *Multicultural Education; Program Descriptions; Program Implementation; Resource Materials; Teaching Guides
IDENTIFIERS *Detroit Public Schools MI

ABSTRACT

This is a teacher's manual describing the activities of Detroit, Michigan's Ethnic Literacy Project and providing resource materials and classroom techniques for teaching ethnic heritage. The manual states that the Ethnic Literacy Project was intended to supplement the Detroit Objective Referenced Tests (DORT) Reading System. This system, the manual continues, was designed to develop comprehensive reading skills among students in all grades. Contained in the manual is a test for students to determine their knowledge about the history and culture of Detroit's many ethnic groups. The manual also contains lists of resource materials available from both general sources and from DORT. These materials include books, recordings and films. Various resource centers' addresses and sample suggested activities for extending ethnic literacy to basal readers are also included. A bibliography of books on ethnic subjects primarily for elementary school children, and a list of DORT Comprehension Objectives for grades 3 through 8 concludes the manual. (APM)

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Office of City Wide Reading

ED210387

DETROIT PUBLIC SCHOOLS

DIVISION OF EDUCATIONAL SERVICES

DORT - ETHNIC LITERACY PROJECT

ESAA BASIC PROJECT

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TEACHER'S MANUAL

1980

ED210384

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FOREWORD

The DORT-Ethnic Literacy Project, funded by an Emergency School Aid Act Basic grant, is designed to reinforce the comprehension reading skills organized by the Detroit Objective Referenced Tests (DORT) with materials and lessons based on ethnic studies. Teachers are urged to use the materials provided through this project or to adapt them to each classroom's needs.

The diverse groups of people who have made Detroit the great city that it is deserve our respect and gratitude. The study of the various ethnic groups is an exciting and worthwhile activity. We hope that the materials gathered together by the DORT Ethnic Literacy Project will motivate greater ethnic studies and will be helpful to the classroom teachers.

We wish to thank all of the curriculum departments who have contributed their time and talents to this project and to better understanding among our students.

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TABLE OF CONTENTS

Foreword i

Introduction 1

DORT-Ethnic Literacy Test 10

Ethnic Heritage Experience Project . . . 18

The Arabs - The Mexicans 19

DORT-Ethnic Literacy Center 20

Region Ethnic Literacy Center 21

Bilingual Centers 22

Staff Development 23

Audio-Visual Materials 24

Music 26

Language Arts 28

Children's Museum 29

Art 31

Educational Broadcasting 32

Basal Readers 33

DORT Drama 40

Books 41

DORT Objectives 60

INTRODUCTION

The third grade social studies textbook used in the Detroit Public Schools, Detroit, Wayne County and Michigan, has been used in various editions by school children for over thirty five years. This remarkable textbook was written by Detroit educators for Detroit school children and is perhaps unique in American education. It is unlikely that a commercial textbook could have the feel for our community that this locally developed book presents and our children have been fortunate to learn of their community from such a resource.

While each new edition has brought significant changes, as our city has changed, the original theme has remained consistent. The authors first said in 1945, "Detroit, because of its position along the Great Lakes waterway, has been a magnet that has drawn many different people to it." In a real sense the story of Detroit is the story of the diverse groups of ethnic people who have been attracted to the city; who have brought their own cultures and gifts to the city; and who have made our city the vibrant exciting community that it is.

Through our excellent social studies department our children have learned of the people who have settled in Detroit. Beginning with the various Indian tribes-Ottawa, Chippewa, Potawatomi, Sac, Fox, Huron and Miami-who came to Detroit to trade and who referred to this area as Yondotega, great village, or Wa-we-a-tunog, the bend in the river, each immigrating group has been identified and studied.

The French, who named Detroit, British explorers, Black slaves and free Blacks traded among the Indians as early as the late 17th century. The British ruled Detroit during the Revolutionary War and until 1791.

In 1830 a new wave of immigrants came from Ireland, Germany, Scotland and Canada. A large number of people came from Poland in the 1870's. The first large number of Belgians, Greeks, Hungarians and Italians immigrated to Detroit during the 1890's. There were also Russian, Ukrainian, Jewish, Finnish, Slovak, Rumanian, Swedish, Bulgarian, Croation, Lithuanian, Norwegian, Serbian, and Mexican immigrants coming into Detroit. As late as 1930, over 30% of the Detroiters had been born in another country.

Blacks lived in the Detroit area as early as the 17th century and at a later date Detroit with its involvement in the Underground Railroad was a natural goal for freed and escaped slaves. Thousands of Blacks were attracted to Detroit's industry from the rural South during the 19th and early 20th centuries.

In recent years the appeal of Detroit has gone to large numbers of Mexican and other Hispanic peoples and to various Arab groups. To all of these people, Detroit has been seen as a place of opportunity.

Each group, in its own way, became an important part of the city. All of them gave the city new ideas about dress, food, and ways to live. The idealized melting pot concept, however, has glossed over the many difficulties that each succeeding wave of immigrants faced. The newcomers were not always treated well and it was a long time before many were accepted. While this aspect of the growth of Detroit is less pleasant for our children, the success of the ethnic groups in overcoming great odds has cemented the community and made our growth more phenomenal and exciting.

Until recently, the goal of each new immigrant group has been to become assimilated into an American culture and way of life. The urgency to blend into the melting pot resulted in many people discouraging the continuation of valuable and colorful ethnic customs. While each ethnic group flavored the overall style of life, many other opportunities for growth and understanding were lost.

It is only in fairly recent years that we have learned that an ethnic group does not have to destroy older customs and ideas to become American. All of us can learn from each other and should strive to retain the most valuable from all ethnic groups. The popularity of the various Ethnic Festivals has supported the value of this concept.

The school district has moved to reinforce the appreciation of the study of various ethnic groups in many ways.

THE NEED

The National Study of School Evaluation in its report entitled, Evaluation Guidelines for Multi-cultural/Multi-racial Education, 1973, pointed out that while the primary task of the desegregation programs to this point has been the achievement of physical desegregation, one unquestionable lesson has been learned.

> "Education for a society based on racial and cultural pluralism is now an inescapable task .....no matter what the (schools') student mix may be.
>
> A specific program design must be developed to give direction and thrust to the effort. The experiences for pluralism that the school provides must be directed toward the recognition of a mutuality of cultural expressions"

Jane Grainger in her book, Enduring Heritage stated:

> ".....Ethnocentrism is not merely an intellectual exercise. Negative attitudes, masquerading as facts, are communicated through books, scholarly articles, laws and policies until they permeate the innermost fabric of life. People who are considered inferior because of their color, language or way of life come to doubt themselves as surely as the people who do the judging. Multicultural education, with its emphasis on the unique and valuable contributions of diverse groups, facilitate both the individual student's learning and better understanding across cultures."

Judge Robert DeMascio, in one of the first orders handed down in the Detroit desegregation case, Milliken v Bradley, indicated that, "Multi-ethnic studies are essential elements of the curriculum of any outstanding school system; desegregation serves only to emphasize the need for inclusion of these studies."

Other national studies have clearly pointed out that desegregation court orders by themselves will not necessarily result in an integrated environment. Optimistically, however, the same studies indicate that with the introduction of multi-ethnic materials into the curriculum, two things happen. First, the knowledge gained serves to "break-down" many of the stereotypes held by members of one racial/ethnic group about others. Once these stereotypes are removed, one barrier to interaction is also removed. Secondly, the information gained serves as a basis for communication between members of different racial/ethnic groups. In short, multi-ethnic curricula aids in the desegregation process to bring about the true integration of students and staff.

It is believed that the instruction in ethnic studies must be carefully designed and deliberate. Even a school district with an excellent social studies program such as the Detroit Public Schools, cannot assume that the understanding required in ethnic studies is taking root.

To test the hypothesis that there presently exists a significant lack of knowledge of differing ethnic cultures, a 30 item test was administered to a randomly selected group of sixth grade students in Detroit in 1979.

The test was developed by the Action Team for Quality Integrated Education in Kensington, Maryland. A copy of the test with suggested instructional use is included in this guide.

The results of the administration of the test indicate a severe lack of ethnic literacy on the part of students in the district's desegregated schools.

Below is an analysis of the student responses according to the ethnic group about which the questions referred:

Afro-American: Very few of the students were able to answer questions related to Black contributors to our nation's history. For example, only 33% were able to identify the accomplishment of Garret Morgan (item 5), only 40% knew of Charles Drew (item 12) and only 32% knew of Crispus Attucks (item 28).

Asian-American: Only 25% of the students could correctly identify persons from Viet Nam, China, Korea, Japan or Cambodia as Asian-Americans (item 11). Only 35% knew that a traditional dress of Asian-Americans is the Kimono (item 13). And only 13% of the students knew that baseball was a popular sport in Japan (item 27).

Hispanic: Surprisingly, only 38% of the students knew that the early explorers of the Southwest were Spanish (item 14). And only 39% knew that Spanish is spoken by over 18 million people in the United States (item 25).

Native American: Students were less knowledgeable about this ethnic group than all others. For example, 80% of the students were unable to answer a question concerning the Algonquin Indians (item 10), almost 60% did not know the use of the "totem pole" (item 21) and almost 80% did not know how Indian tribes and Europeans first communicated (item 29).

European-Americans: Fully 65% of the students were unaware that America was named after Amerigo Vespucci (item7), and over 60% of the students were unaware of the meaning of the term "melting pot."

The need for further refinement of the district's thrust toward ethnic studies is not unrecognized by those closest to the situation, the students and teachers.

During May, 1978, the district's Department of Research and Evaluation conducted a survey among staff to determine the effectiveness of the desegregation court order. The survey measured, among other things, the opinions of staff as to the effectiveness of the introduction of multi-ethnic materials into the district's curriculum.

The results of the opinion survey were as follows: Of the elementary school staff surveyed, a full 55% rated the multi-ethnic curriculum fair, poor or very poor. Among middle school staff, 52% rated the curriculum the same way. Finally, among high school staff, an even higher 68% felt that the curriculum was either fair, poor or very poor.

In November, 1978 an attitudinal survey was conducted among students in our desegregated schools. The results of this survey also indicate a receptiveness on the part of the students to a multi-ethnic curriculum.

For example, in response to the question (true or false): "I would like to learn more about people of other races," a full 80% of the Black students, and 69% of the White students indicated "true." In sum, 75% of the students responded affirmatively to this question.

The conclusion that can be drawn is that national research, supported by local attitudes, confirms the need for a greater, specific ethnic studies program. Further data indicate that the effected students support the idea.

The district's partial answer to this need is the DORT-Ethnic Literacy Program which is described in this guide.

D O R T

The DORT Reading System was developed in 1977 at the direction of the federal court through the desegregation order. Consisting of common instructional objectives for each grade level, accompanying objective referenced tests and a record keeping system, DORT is intended to provide a greater degree of continuity to the district's reading program. Also included in the system are instructional lessons that relate to each objective.

It is felt by the district that the teachers are doing a good job of implementing DORT.

Less certain is the consistency of the choice of subject material. The major instructional part of the reading program continues to be the basal and supplemental readers found in each classroom. The teacher retains the primary responsibility to determine the content of the reading program within the DORT guidelines.

The development of the Ethnic Literacy Program is intended to supplement the DORT Instructional Kit with meaningful lessons and materials which focus on better understanding of ethnic groups. The program is not intended to change the DORT comprehension objectives, nor to add another layer of work for the teacher.

It is hoped that as teachers in grades 3-8, and to a lesser extent the kindergarten, select lessons from their basal series to address the DORT objectives, they will keep in mind the need to include and incorporate lessons that teach our children about other cultures and ethnic groups.

It should be obvious that not all of the material provided in the program will be appropriate for all children. The teachers are invited to evaluate the ethnic studies materials and to select the materials that are most appropriate for their students and most helpful to them.

Neither is it claimed that the materials are all-inclusive. We recognize that within and without of the school system there are ethnic studies programs not included here. Teachers are invited to seek out other sources and to inform us when good materials are discovered. Let's share ideas.

Finally, it should be noted that reading cannot be taught without content. Content based on ethnic studies and related to the DORT System will teach reading skills and the equally important understanding of other ethnic groups. Our children will not only be literate but will demonstrate Ethnic Literacy. A truly worthwhile goal in this cosmopolitan city.

While the project is optional, we hope that many will be intriqued by its potential. The ESAA funded reading specialists are available to help.

DORT-ETHNIC LITERACY TEST

LEARNING ABOUT MANY CULTURES

The test which follows is a modification of a test developed by the Action Team for Quality Integrated Education in Kensington, Maryland. It was used as a survey instrument to confirm the hypothesis that our children lack basic understanding of other ethnic groups.

The test and answer key are included in this guide to help the teachers get started on an ethnic studies program. It is recognized that the questions on the test are only illustrative of the type of information that children should know. The test can serve two purposes. The answers to the ethnic questions will suggest to the teachers the extent of the problem in the class assuming that children should know about other ethnic groups. Second, properly used, the test can motivate children to learn of other groups.

We recommend the following or similar procedures.

1. Duplicate and administer the test.
2. Score but do not record the grades.
3. Assign the students a research project to discover the correct answers for each grade. Each student should provide the source of his/her answer on a report. This can be group research.
4. Give the students a research mark.
5. Readminister the test and record the grades.

Many alternative uses of the test can be identified depending on the needs and ages of the students from using one question a day as bell work to the more elaborate scheme described above.

DORT-ETHNIC LITERACY PROGRAM TEST

LEARNING ABOUT MANY CULTURES

Directions: Read each statement carefully. Decide which of the four possible answers is the best answer. Circle the letter in front of that answer.

Name: _____

School: _____

1. This woman refused to move to the back of a bus in Alabama.

   A. Sojourner Truth
   B. Mary Bethune
   C. Rosa Parks
   D. Barbara Jordan

2. One gift to the United States from the people of France was

   A. The Statue of Liberty
   B. The Washington Monument
   C. The Empire State Building
   D. The White House

3. If you went to a birthday party in Mexico, you might celebrate by breaking open a

   A. Pinata
   B. Serape
   C. Casa
   D. Maraca

4. During World War II a large group of people were moved to camps where they were forced to live. They were

   A. Mexican Americans
   B. American Indians
   C. Japanese Americans
   D. Afro- Americans

5. Garret A. Morgan was the Black American who invented the
   A. Telegraph
   B. Television
   C. Typewriter
   D. Traffic Light

6. The llama is used to carry heavy loads in the mountain areas of

   A. South Africa
   B. South America
   C. North America
   D. North Africa

7. Amerigo Vespucci, an Italian map maker, is well known because he

   A. Was the first govenor of Maryland
   B. Discovered Cuba
   C. Gave his name to America
   D. Sailed around the world

8. When Christopher Columbus arrived in the new world he mistakenly called the people he found there

   A. Cubans
   B. Indians
   C. Mexicans
   D. Americans

9. The system that was used to help slaves escape to the North was called

   A. "Freedom Society"
   B. "Safe Passage"
   C. "Road to Canada"
   D. "Underground Railroad"

10. The Algonquin Indian language gave us the words

    A. Crow, blanket, and snow
    B. Lasso, fiesta, and ranch
    C. Skunk, moose and chipmunk
    D. Haiku, karate, and laredo

11. Americans with ancestors from Viet Nam, China, Korea, Japan or Cambodia are known as

    A. Afro- Americans
    B. Hispanic Americans
    C. Native Americans
    D. Asian Americans

12. Charles Drew was the Black doctor who helped

    A. Develop medicine to fight smallpox
    B. Cure polio
    C. Make blood banks possible
    D. Fight chicken pox

13. A traditional Japanese dress is the

A. Tatami
B. O-shu-gatsu
C. Tokyo
D. Kimono

14. The first Europeans to explore Mexico, California and Texas were the

A. English
B. French
C. Spanish
D. Italians

15. People from so many different countries were mixed together in America that at one time it was called the

A. Sand box
B. Melting pot
C. Jigsaw puzzle
D. Whirlpool

16. Corn, tomatoes and beans were some of the important crops given to European settlers by the American Indian. These crops

A. Let them trade with other countries
B. Helped keep them alive
C. Made farming easier
D. Were difficult to grow

17. Harriet Tubman was the Black woman who helped

A. Start colleges which took in Black students
B. Develop a cure for smallpox
C. Begin the first Black newspaper
D. Hundreds of slaves escape from slavery

18. King Ferdinand and Queen Isabella of Spain helped make it possible for this man to travel to the "New World."

A. Juan Cabrillo Rodriquez
B. Christopher Columbus
C. Amerigo Vespucci
D. Simon Bolivar

19. The Chinese and Japanese languages gave us the words

A. Pan and pepper
B. Cook and comb
C. Kitchen and kick
D. Ketchup and karate

20. Mexico is one of our closest neighbors. The language spoken by most people there is

    A. Spanish
    B. English
    C. French
    D. Latin

21. Totem poles are used

    A. For decoration
    B. To give directions
    C. To play a game
    D. To tell a picture story about the family home

22. These people were probably the first to live in what is now the U.S.A. There are still almost 1 million of these people in the U.S.A. They are the

    A. Native Americans
    B. Afro-Americans
    C. Asian Americans
    D. Hispanic Americans

23. George Washington Carver discovered 325 different products which could be made from the

    A. Apple
    B. Peanut
    C. Banana
    D. Tomato

24. Vietnam and Cambodia are two countries that have

    A. Large deserts
    B. Had many people come to the United States recently
    C. Many Spanish speakers
    D. Started using solar energy

25. This language is the first language of 18 million people in the United States. It is

    A. French
    B. Swahili
    C. Italian
    D. Spanish

26. All Native Americans

    A. Live in tents
    B. Are citizens of the United States
    C. Live in western states
    D. Speak in sign language

27. If you went to Japan you would most probably see a

A. Bullfight
B. Baseball game
C. La crosse game
D. Game of horseshoes

28. One of the first people to die in our fight for independence was

A. Crispus Attucks
B. Molly Pitcher
C. Peter Salem
D. Betsy Ross

29. When the first European visitors came to our shore each American Indian tribe spoke its own language. They could communicate with the visitors in

A. Sign language
B. Smoke signals
C. Lip reading
D. Morse code

30. Two words from the Spanish language that we use are

A. Magazine and race
B. Mars and rattle
C. Mosquito and ranch
D. House and rabbit

31. Most Chaldeans come from
A. Turkey
B. Denmark
C. Iraq
D. Lebanon

32. Many Puerto Ricans are a mixture of
A. Spanish, Indian, and African.
B. Indian and Greek.
C. Italian, Spanish and Portuguese.
D. Spanish, South American, and Dutch.

33. Most Arabs are
A. Christian
B. Jewish
C. Muslim
D. Lutheran

34. The sacred book of Muslims is the
    A. Bible
    B. Torah
    C. Sandscript
    D. Koran

35. A typical Puerto Rican dish might be
    A. Lamb and green peas.
    B. Roast duck and dried spinach
    C. Chicken with rice.
    D. Boiled fish and corn.

36. Muslim Arabs worship at a
    A. temple
    B. synagogue
    C. mosque
    D. church

37. Ralph Nader is
    A. Italian-American
    B. Polish-American
    C. Arab-American
    D. Italian-American

38. Christian Arabs worship at a
    A. synagogue
    B. mosque
    C. temple
    D. church

39. Most Latin Americans are
    A. Jewish
    B. Protestant
    C. Catholic
    D. Lutheran

40. Mexicans (native-born) speak
    A. Mexican
    B. Portuguese
    C. Spanish
    D. "Greek"

21

DORT - ETHNIC LITERACY TEST

LEARNING ABOUT MANY CULTURES

Answer Key

1.	C	21.	D
2.	A	22.	A
3.	A	23.	B
4.	C	24.	B
5.	D	25.	D
6.	B	26.	B
7.	C	27.	B
8.	B	28.	A
9.	D	29.	A
10.	C	30.	C
11.	D	31.	C
12.	C	32.	A
13.	D	33.	C
14.	C	34.	D
15.	B	35.	C
16.	B	36.	C
17.	D	37.	C
18.	B	38.	D
19.	D	39.	C
20.	A	40.	C

ETHNIC HERITAGE EXPERIENCE PROJECT

In addition to this guide each teacher in schools eligible for the DORT-Ethnic Literacy Program has received a more detailed guide originally developed by the Ethnic Heritage Experience Project. This additional guide provides suggested lessons and materials under the following topics.

1. Ethnicity, Stereotyping and Prejudice
2. The Holocaust
3. Immigration
4. Family Life
5. Folk Tales
6. Nutrition
7. American Indian Heritage
8. Black American Heritage
9. Chinese and Japanese Heritage
10. Hispanic Heritage
11. Children's Books
12. Resources and Films

While the referent material may be more appropriate for upper grades, the topics and many of the suggested activities can be used at all grade levels. The teachers are urged to use this guide where appropriate.

THE ARABS

THE MEXICANS

In addition to this guide each teacher in schools eligible for the DORT-Ethnic Literacy Program has received two additional guides developed by the Bilingual Department. One guide is called The Mexicans and the other is entitled The Arabs.

Each guide includes a history of the native country, the role of the immigrants in our country, the food, dances and music and national holidays. Also included are lists of prominent Mexican-Americans and Arab-Americans and the most important community services available to each ethnic group.

Very specific lesson plans are included in each guide. Another interesting feature of these guides is that we are including a Spanish and an Arabic version of each.

Since the ethnic groups represented by these guides are the two most rapidly increasing ethnic groups in Detroit, we hope that these guides are widely used. As additional guides are written, they will be made available.

SCHOOL DORT - ETHNIC LITERACY CENTER

In addition to the ethnic studies materials that are being sent to each teacher, the ESAA Basic Project is providing a limited amount of material for each school. These materials are being added to the DORT Center and are available for each teacher's consideration.

Scholastic	Ethnic Paperback Collection-Black	(1 Kit)
	" " " - Hispanic	(1 Kit)
	" " " - Native American	(1 Kit)
Mich. Ethnic Heritage	Ethnic Studies Handbook and Locater	(1)
Soc. Science Educ. Consortium	Ethnic Studies Teacher Resource Kit	(4)
	" " Resource Materials (Gr.1-6)	(3)
	" " " " (Gr.7-12)	(15 in Mid. Sch.)
Phi Delta Kappa	Inservice Manuals	(40 copies of 10 different books)
Nat'l. Council for Social Studies	Curriculum Guidelines for Multi-ethnic Education	(4)
Wayne State Univ.	Faces of Detroit, and map	(1)
	Segregation and Integration: Geography of People in Metropolitan Detroit	(1)
Endurance Press	Behold! The Polish Americans	(1)
Det. Public Schools	Detroit's Ethnic Groups: Arabs, Blacks, Poles, Yugoslavs, Hungarians, Italians, Irish	(1)
	Black Personalities of Detroit	(1)

REGION ETHNIC LITERACY CENTER

Barr Films	Children of the World Series	5 Sets
Cram	World Map - Markable	1
All-State Filmstrips	Japan: A study in Depth	1
	China: People, Places and Progress	1
	What is Prejudice?	1
	India: Its Fight for Survival	1
	Six Mediterranean Countries	1
	Africa's Children	1
	The American Indian	1
	Making Ed. Psychology Work	1
	The Challenge of Tch. Soc. Studies	1
Soc. Science Educ. Consortium, Inc.	Cross Cultural Studies/Resource Materials	1
Soc. Studies School Service Games	Blacks and Whites	1
	Dignity	1
	Ghetto	1
	Sunshine	1
	Hang-Up	
Detroit Public Schools Filmstrip	Our Neighbors: The Italian Americans	1

The above materials are located in the Curriculum Office in each region. Teachers may call the region to borrow the ethnic studies materials.

BILINGUAL CENTERS

The Bilingual Department has established two centers. Located in the Region Two and Region Six offices, the centers contain materials that will be helpful to teachers in teaching ethnic studies. The DORT Ethnic Literacy Project has added to the centers and teachers are invited to use the materials as appropriate.

Bilingual Educ. Services Film	El Pueblo Chicano-The Beginnings Bilingualism: Promise for Tomorrow	1
EMI	People and Culture	1
	Bafa Bafa	1
	Ethnic Studies Filmstrip	1
	Ethnic Peoples Complete Program	1
	Perception and Prejudice	1
	Insight	1
	Black Community Game	1
	El Barrio	1
	Culture Contact	1
	Communication Games	1
Interact	Equality Games	1
Learning Corp.	Who Are the Arabs? (Film)	1 (Reg. 6 only)

STAFF DEVELOPMENT

Schools have frequently requested materials that can be used in conducting inservice for teachers and parents in racial and ethnic understanding. The DORT Ethnic Literacy Program is placing the following materials in the Office of Staff Development and Teacher Training for use by the schools.

SRA Inner City Simulation Laboratory

Lakemont High School Simulation Game

Valleybrook Elementary School Simulation Game

The Changing High School Simulation Game

Distorted Image Filmstrips

AUDIO-VISUAL MATERIALS

In addition to the sound films and filmstrips already included in the audiovisual guides published by the Detroit Public Schools, the following materials have been purchased and are available through regular ordering procedures. They are another dimension of the Ethnic Literacy Program.

Sound Films

Black Music in America
Why We Need Each Other
Slavery, the Black Man and Man
Rendezvous with Freedom
Who Were the Ones
France with a French Accent
Man and His Culture
Major Religions of the World
Africa: Historical Heritage
Harlem in the Twenties
Separate but Equal
The American Indian Speaks
The Mexican American Speaks
Heritage in Black
The Prejudice Film
Immigrant from America
Geronimo Jones
Anti-Semitism in America
Jews and Their Religion
Bill Cosby on Prejudice
Black History, Lost, Stolen or Strayed
I Want to Know

Filmstrips

Afro-American History Series -
- People Uprooted
- Separate and Unequal
- Chains of Slavery
- Quest for Equality

Judaism
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American Melting Pot, Myth or Reality?
Exploding Myths of Prejudice
Immigration
Minorities Have Made America Great - Sets 1 and 2
Seeds of Hate: An Examination of Prejudice
Coronet - Seeing North Africa
- Seeing China
- Seeing India
- Seeing the Pacific Islands
- Religions of the World
- Minorities - USA
- American Indian Series
- Seeing Greece
- Seeing France
- Seeing West Germany
- Seeing Eastern Europe
- Seeing Italy
- Seeing Southern Africa

The Black Man Strides Toward Equality

Children's Museum

Children Around the World Study Prints

Home Curriculum Office (494-1590)

The Effective Parent
Parent Involvement
With Pride to Progress
El Mañana Es Hoy

MUSIC

Each of the ethnic groups represented among the school population of the Detroit Public Schools has a significant contribution to make in terms of its own musical heritage. The textbooks adopted by the Music Education Department of the Detroit Public Schools were selected with multi-ethnic materials being a prime requisite.

We would particularly call your attention to the adopted textbook, Afro-America Sings, and its teacher's manual. Also impressive is the Detroit Public School's Vocal Music Guide published in 1971. A bibliography of multi-ethnic music is included on Pp. 173-180 of the guide.

Some representative materials selected from the basic music textbooks are listed here:

Book 1 - Discovering Music Together, Follett Publishing

Hurry, Little Pony	Page 33
My Puppy	31
Spanish Country Song	27
Three Four Rhythms	27
Eves Rhythm Song	27
Four Four Rhythm	31

Book 2 - Music for Young Americans Series, American Book Co.

Los caracales (The Snails)	Page 10
El coquito	31
Juan Piralero	158
Carmelita	164
Bongo Drums	167
Fray Martin	169
Oh, la niche es lozar	149
Fire, Mister Fireman	29
The Donkey	39
The Sun is Down	71
Shepherds on the Hillside	82
Presents	154
Choo-choo-ka	166

Book 3 - Music for Young Americans Series, ABC

Los nimas ere Espana	Page 4
Mi gallo (My rooster)	60
Night Time	71
The Lamplighter	72
My Canary	77
My Burro	116
El barco chiquilito (The Little Boat)	163

Book 4 - Making Music Your Own, Silver Burdett

La callo ancha	40
San Serini	41
Que bueno es saber tocai	90
Manana	92
La Tarara	93
El payo (The Lazy Cowpoke)	94
Hello, Pretty Girls	96
Don Gato	174

Book 5 - Making Music, ABC

Adelita	62
Navidad en Mexico	76
La Conga	96
Steel Band	100
Palapala	101
El Capotin (The Small Cloak)	102
In Bahia Town	105
Music of Spain	158

Book 6 - Making Music Your Own, Silver Burdett

El vito	40
La Sinda	41
A Section about the Guitar	42-45
Mambru	135
Ballad of the Sea Maiden	188
The Cameleon	190
All Hail the Queen	191
Laredo	198
Palomita	199

LANGUAGE ARTS

Competency and Creativity in Language Arts: A Multiethnic Focus, Nancy Hansen-Krening

Each homeroom teacher (Grades 3-8), in a school eligible to receive ESAA services, has received the above book. It is a resource text for teachers interested in using multiethnic materials in teaching basic language arts skills. The book may be used as a supplement to basic texts.

The book provides carefully conceived model lessons in language arts and illustrates how artistic contributions from different ethnic groups can be integrated with those plans. Since other models are included in The Mexicans and The Arabs, also provided for each teacher, it is not felt that other sample lessons are needed here.

Among the topics covered by the book are the following chapter headings:

Competency, Ethnicity, and Creativity
Sensory Awareness
Music and Listening
Art and the Art of Speaking
Teaching Basic Writing Skills Through Realistic Fiction
Realistic Fiction and Writing Activities
Creative Dramatics, Myths, Legends and Folktales

We believe that this is an outstanding resource book and urge the teachers to give it some time.

CHILDREN'S MUSEUM

The Detroit Public Schools has been fortunate to have at its disposal one of the finest Children's Museums in the country. The museum has long been a fountain of excellent instructional materials and teaching strategies. Virtually all Detroit teachers have used the museum at one time or another.

The Children's Museum has been particularly helpful in providing leadership in the area of ethnic studies. Through lending materials, demonstration lessons and field trips, the museum has highlighted the contributions of various ethnic groups in our city.

Each school should have copies of the following lending collection guides which can be used in seeking greater ethnic literacy among our students. The teachers are encouraged to use the guides and the museum.

Each guide contains study prints, large, medium and small pictures, bulletin board pictures, objects, specimens and locked case exhibits from many countries.

If a guide is not present in the school, the museum should be contacted.

GUIDES

AFRICAN-AMERICAN HERITAGE (1980) - This guide contains teaching materials and strategies related to the art, literature, music, geography and history of Africa. Also included are similar aids to the teaching of Afro-American History.

ASIAN-AMERICAN HERITAGE (1978) - This guide contains teaching materials and strategies related to the arts, crafts, geography, history, literature, music, religions and theatre of the following countries: China, India and Pakistan, Indonesia, Japan, Middle East Countries and the Southeast Asia Countries.

LATIN-AMERICAN HERITAGE (1977) - This guide is similar to the above and relates to Central America, Mexico, South America, Spain, United States and the West Indies.

AMERICAN INDIAN HERITAGE (1977) - This guide is similar to the above and relates to the Native Americans.

AFRO-AMERICAN STUDIES PROGRAM STUDENT WORKBOOK (1978) - This student workbook on Africa contains many teaching ideas that can be duplicated by the teacher.

AFRICAN STUDIES MANUAL (1980) - This excellent teacher's guide can be used as a resource manual about Africa and studies of that continent and people.

AFRICAN CULTURE SERIES: Native Architecture - Native Musical Instruments - Native Costume - These series contain sheets about Africa that can be duplicated by the teachers.

OUR HERITAGE FROM GREECE AND ROME - This is an informational guide on the contributions of Greece and Rome.

ESKIMO LIFE: MUSEUM TO THE SCHOOLS PROGRAM - Museum staff will come to the schools and present a program on the life of the Eskimo.

MUSEUM LESSONS - Museum staff will present lessons on African Heritage, Asian Heritage, Native Americans, Latin American Heritage and Middle Eastern Heritage at the museum. (See pp. 7-8 of the Children's Museum 1979-81 Services)

A R T

The knowledge and appreciation of our cultural heritage is an integral part of art education. Most children enjoy art activities and the study of art from various cultures can be a natural and excellent introduction to different ethnic groups.

The following guides which include references to various ethnic groups are in the schools and in the Art Education Office.

Art Education Guide (1971) See particularly Pp. 19-92.

Black Artists - Local

A Guide for Art Appreciation

African-American Resources

African Culture Series - Native Artifacts

EDUCATIONAL BROADCASTING

The Department of Educational Broadcasting has on file a number of radio and television programs that relate to various ethnic groups. Some of these are currently on the air and all can be made available at the request of schools.

The following is a list of available programs. Schools are invited to make requests.

RADIO

Afro-American Anthology
American Folk Tales
Arab Press Review
Asia Society Series
Astrofecha
Contemporary Poetry of Other Lands
Ethnic Music
Folklore of America
Four Centuries of Italian Theatre
French at Heart
Glory Road
Holidays 'Round the World
In Black America
Israeli Press Review
Jazz Americana
Jazz Revisited
Meet the Soviet People
Musica Helvetica
Music 'Round the World
Musica Popular Mexicana
Negro American, The
Negro in America, The
Negro Music in America
Other People, Other Ways
Pacific Portraits
Patterns in Folklore
Poems of the Old English
Recollections of Black Detroiters
Redman in America
Songs of Other Lands
Stories of the Indian and Eskimo
Travel the World in Song
Treasury of Michigan Names

TELEVISION

Recollections of Black Detroiters
Americans from Africa

BASAL READERS

When textbooks are submitted by publishers for possible use in the Detroit Public Schools, they are evaluated on a number of criteria. Included among these criteria are the required relationship between the textbook and the DORT objectives and a fair and accurate treatment of various ethnic groups.

Since the basal reading textbooks provide the primary content of the reading program, it is very important that each series reflects the ethnic makeup of the American population. On the following pages we have included a sample analysis of the ethnic representation included in one level of a basal reader. This type of information is available through the Office of City Wide Reading if desired by the schools.

Also included here are some suggested activities based on a basal series used in Detroit. We hope that these sample lessons and the lessons included in the other guides will be helpful in the teaching of Ethnic Literacy.

Sample Analysis of Ethnic Representation
in
Basal Reader Series

Reading 720
Ginn & Company

Level 8 Story Title	Name	Sex	Ethnic Background	Estimated Age	Status in Story	Role Depicted (see explanantion)	Setting/Comments
Unit 4 To Rita from Gus	Rita	f	Spanish	8	major	fantasy activity	sea shore
	Gus	m	none (octopus)	none	major	aggressive	
Bears Aren't Everywhere	Danny	m	white	8	major	avoidance	rural
	father	m	white	30-35	supporting	directive/nurturant	
	mother	f	white	30-35	minor	routine/repetitive	
A Pet Named Jet	Judy	f	black	8	major	nurturant social/recreational	suburban
	Ross	m	white	8	supporting	aggressive	
	Miss Downs	f	white	30-35	minor	nurturant	
	Kim	f	black	8	minor	nurturant	
	mother	f	black	30-35	minor	nurturant	
	father	m	black	30-35	minor	nurturant	
The Invitation	Nancy Ann	f	white	7-8	major	avoidance	rural
	Michael	m	white	7-8	major	nurturant	
	Mrs. Peacham	f	white	60-65	major	aggressive/nurturant statement of information	

Level 8 Story Title	Name	Sex	Ethnic Background	Estimated Age	Status in Story	Role Depicted (see explanantion)	Setting/Comments
Unit 3 Laura's World	Laura Bridgman	f	white	2 - young adult	major	constructive/productive	This is the true story of a blind girl as she learns how to understand and deal with her environment. The art which accompanies this story is in black and white which reinforces the mood & theme of the selection.
	Uncle Asa	m	white	65-70	supporting	directive/murturant	
	Dr. Howe	m	white	40-45	supporting	directive/murturant	
Mr. Blynn's Crazy Kite	Andy Campbell	m	white	8	major	social/recreational	rural
	Mr. Blynn	m	white	50-55	major	statement of information	
	Ed Miller	m	white	8	minor	social/recreational	
	Mrs. Campbell	f	white	30-35	minor	murturant	
Special Visitors	Jeff	m	white	8	major	constructive/productive	rural
	father	m	white	30-35	minor	murturant	

Suggested Activities
to
Extend Ethnic Literacy Themes
in
Basal Readers

(Sample)

Basal Series: Reading Basics Plus

Publisher: Harper-Row

Level: (3) Trouble and Turnips

Story: Jo, Flo, and Yolanda

Lesson: 10

Pages: 46-51

Materials: Encyclopedias
Health Science books
Various magazines
Various cookbooks
Ingredients for selected recipes

General Procedure: Complete lesson plan, as suggested--T62-T67. Any of the following activities can be interspersed for variety.

General Objectives: To familiarize students with various aspects of Spanish culture and heritage.

To allow students the opportunity to develop and share individual interests and personalities by comparison and contrast to specific story characters.

Suggested Extension Activities:

Vocabulary - (Science correlation)
Utilizing the dictionary or encyclopedia, look into the description of triplets. Study further the scientific explanation and possibilities of triplets.

Character and Personality Study - (Drama correlation)
Have students identify with each of the three girls. Those with similar likes, can act out or discuss further their hobbies, etc. Read excerpts from "The Me Nobody Knows"--analyze the author's individuality and expression of personalities.

Culture Study - (Social Studies Correlation)
Utilizing the encyclopedia and various magazines, research the girls' heritage. Develop a scrapbook of Spain--include map study and location and pictures of various scenes of Spanish life and happenings. Possibly trace their own family trees.

Following Directions - Have students look up the recipe for Arroz con pollo. If possible, plan to make the dish in class. If not, have students read through the recipe and then suggest they take copies home and try it with their parents. Possibly an easier recipe of other Spanish dishes could be used.

Career Study - Follow each of the girls' hobbies: baseball, writing, cooking, and discuss future careers and occupations.

References: "The Me Nobody Knows"

"Me and My Family Tree," - Paul Showers

Suggested Activities
to
Extend Ethnic Literacy Themes
in
Basal Readers

(Sample)

Basal Series: Reading Basics Plus

Publisher: Harper-Row

Level: Grade 7 text: Phantoms and Fantasies

Stories: "OLD Ramon" p. 22 and "Jose" p. 458

Possible Vocabulary to be Developed:

Hispanic	Puerto Rico
Spain	Dominican Republic
Mexico	Spanish Names
Cuba	

Group Activities:

1. Finding and listing Spanish equivalents of English names.
2. Studying some of the countries from which Hispanic Americans have come. (See countries listed above).
3. Preparing a bulletin board of a U.S. map showing areas with a high concentration of Hispanic Americans and showing what country these people have come from.
4. Having a panel discussion with students representing Hispanic Americans (or real Hispanic students).
5. Invite a Hispanic American from the community as a speaker.

Independent or Individual Activities:

1. Prepare food from one of the countries to share with the class.
2. Write a diary imagining that you are a new arrival in a country where no one speaks your language.
3. Prepare a report on a famous Hispanic American.

Additional Resources:

Rivera, Geraldo. A Special Kind of Courage. New York: Simon and Schuster, 1976.

Talbot, Charles Joy. Jomas Takes Charge. New York: Lothrop, Lee and Shepard Co., 1966.

Dunnahoo, Terry. Who Cares About Espie Sanchez? New York: E.P. Dutton and Co., 1975.

Hano, Arnold. Roberto Clemente: Battling King. New York: G.P. Putnam's Sons, 1973.

Eranchere, Ruth. Cesar Chavez. New York: T.Y. Crowell, 1970.

Krumgold, Joseph. And Now Miguel. New York: Harper and Row, Publishers, 1953.

Suggested Activities
to
Extend Ethnic Literacy Themes
in
Basal Readers

(Sample)

Basal Series: Reading Basics Plus

Publisher: Harper-Row

Level: Moccasins and Marvels

Selection: "The 4¢ Lunch"

Independent Activities -

Make a collage showing, side-by-side, children similar to Juan and children similar to themselves.

List from the telephone directory restaurants which specialize in Spanish foods.

Write a dictionary of all first names in the class. Write the Spanish equivalent beside.

Pretend you are Juan. Write a letter to your friends in Puerto Rico, telling them of your experiences in the United States.

Group Activities -

Have the group prepare a skit, dance, etc., showing the cultural differences of their Spanish speaking community.

Make a booklet of recipes from Puerto Rico and other Spanish speaking countries.

Role play in pairs the part of a non-English speaking person trying to find his friend's home.

Make a collection of newspaper and magazine articles that tell about Puerto Rico.

Make a dictionary of family names of the students in the class. Beside each name, write the name of the country from which each originated.

Have students prepare a bulletin board depicting the different foods in Puerto Rico.

D R A M A

One of the most highly motivating techniques teachers can use in the teaching of reading is to involve students in the acting out of stories and/or plays. Children enjoy reading plays as a reading exercise and appear particularly to relish acting out the play for other children. Great energy will be expended by students to learn new words if the reward is that they will have the opportunity to demonstrate their skill.

If the content of the play reflects a multi-ethnic population, the activities can also be used to teach toward ethnic literacy.

The Detroit Public Schools has developed a series of plays at the late elementary or middle school level that is called Dramas for DORT. These plays are in the eligible middle schools and in selected elementary schools. They should be used in the reading program and as part of the Ethnic Literacy Program. Teachers who are interested in receiving sample copies of the plays may contact the Office of City Wide Reading

The following plays in Dramas for DORT reflect an ethnic group.

William Tell
Heidi
Ani' Tsuta
Yes, You Can! Jose Feliciano
Harriet Tubman, Woman of Courage
Delali, A Chaldean Folktale
Jake Robinson, An Early Black American Cowboy

BOOKS

Listed here are some representative books that are normally found in school and/or public libraries. This list of ethnic books has been developed by the Department of School Libraries. The emphasis of the bibliography is on elementary schools but some of the newer middle school books have also been included. Teachers can find additional middle school bibliographies in the other guides included in the Ethnic Literacy Program.

Elementary Bibliography-North American Indians

And it is Still That Way; legends told by Arizona Indian Children Scribner, 1976

Anderson, La Vere, Black Hawk-Indian Patriot, Gerrard, 1972

Quanak Parker; Indian Warrior for Peace, Gerrard, 1972

Sitting Bull; Great Sioux Chief, Gerrard, 1970

Antell, Will, William Warren; The Story of an American Indian, Dillon, 1973

Aulaire, Ingrid', Pocahontas, Doubleday, 1946

Baker, Betty, Settlers and Strangers, Macmillan, 1977

Baldwin, Gordon, Games of the American Indian, Norton, 1969

Baylor, Byrd, Hawk, I'm Your Brother, Scribner, 1976

They Put on Masks, Scribner, 1974

Behrens, June, Algonquian Indians at Summer Camp, Children's Press, 1977

Benchley, Nathaniel, Red Fox and His Canoe, Harper, 1964

Small Wolf, Harper, 1972

Bernstein, Margery, Coyote Goes Hunting for Fire; a California Indian Myth Retold, Scribner, 1974

Earth Namer: A California Indian Myth Retold, Scribner, 1974

Bernstein, Margery, How the Sun Made A Promise and Kept it; a Canadian Indian Myth Retold, Scribner, 1974

Bierhorst, John, The Girl Who Married a Ghost and Other Tales From the North American Indian, Scholastic, 1978

The Ring in the Prairie; A Shawnee Legend, Dial, 1970

Songs of the Chippewa, Farrar, 1974

Blassingaine, Wyatt, Sacagawea, Indian Guide, Garrard, 1965

Bulla, Clyde Robert, Pocahontas and the Strangers, Crowell, 1971

Squanto, Friend of the Pilgrims, Crowell, 1954

Campbell, Chester, Sequoyah, Dillon, 1973

Clark, Ann Nolan, In My Mother's House, Viking, 1969

Coen, Rena, The Red Man in Art, Lerner, 1972

Courlander, Harold, People of the Short Blue Corn; Tales and Legends of the Hopi Indians, Harcourt, 1970

Davis, Christopher, Plains Indians, Watts, 1978

De Huff, Elizabeth, Blue-Wings-Flying, Addison, 1977

De Leeuw, Adele, Maria Tallchief, American Ballerina, Garrard, 1971

Denzel, Justin, Wild Wing; Great Hunting Eagle, Garrard, 1975

Deur, Lynne, Indian Chiefs, Lerner, 1972

Dodge, Nanabah Chee, Morning Arrow, Lothrop, 1975

Elting, Mary, The Hopi Way, Lippincott, 1969

Farquhar, Margaret, Indian Children of America, Holt, 1964

Fife, Dale, Ride the Crooked Wind, Coward, 1973

Fleischer, Jane, Pontiac, Troll, 1979

Sitting Bull, Troll, 1979

Friskey, Margaret, Indian Two Feet and His Eagle Feather, Children's Press, 1967

Glubok, Shirley, The Art of the Plains Indians, Macmillan, 1975

The Art of the Southeastern Indians, Macmillan, 1978

Goble, Paul, The Friendly Wolf, Bradbury, 1974

Lone Bull's Horse Raid, Bradbury, 1973

Gogniat, Maurice, Indian Toys You Can Make, Sterling, 1976

Grant, Matthew, Asceola and the Seminole War, Children's Press, 1974

Greise, Arnold, The Way of our People, Crowell, 1975

Gridley, Marion, Indian Tribes of America, Hubbard, 1973

Hader, Berta, The Mighty Hunter, Crowell-Collier, 1943

Harris, Christie, Mouse Woman and the Mischief Makers, Atheneum, 1977

Mouse Woman and the Muddleheads, Athenum, 1979

Once Upon a Totem, Atheneum, 1973

Hirsch, S. Carl, Famous American Indians of the Plains, Rand, 1973

Hoff, Sydney, Little Chief, Harper, 1961

Hood, Flora, The Turquoise Horse, Prose and Poetry of the American Indian, Putnam, 1972

Hunt, Walter, The Complete Book of Indian Crafts and Lore, Golden Press, 1954

Jassem, Kate, Chief Joseph, Troll, 1979

Pocahontas, Troll, 1979

Sacajaivea, Troll, 1979

Squanto, Troll, 1979

Jones, Hettie, Coyote Tales, Holt, 1974

The Trees Stand Shining; Poetry of the North American Indians, Dial, 1971

Lampman, Evelyn Sibley, Rattlesnake Cave, Atheneum, 1974

Longfellow, Henry W., The Story of Hiawatha, Random, 1951

Lyons, Grant, The Creek Indians, Messner, 1978

Mc Dermott, Gerald, Arrow to the Sun; A Pueblo Indian Tale, Viking, 1974

McGovern, Ann, ---if You Lived with the Sioux Indians, Scholastic, 1972

Martin, Patricia Miles, Be Brave, Charlie, Putnam, 1972

Montgomery, Elizabeth, Chief Joseph, Guardian of His People, Garrard, 1969

Chief Seattle, Great Statesman, Garrard, 1966

Nelson, Mary, Annie Wauneka, Dillon, 1974

Oppenheim, Joanne, Black Hawk, Troll, 1979

Osceola, Troll, 1979

Sequoyah, Troll, 1979

Parnell, Peter, The Great Fish, Doubleday, 1973

Patterson, Lillie, Sequoyah; The Cherokee Who Captured Words, Garrard, 1975

Peake, Katy, The Indian Heart of Carrie Hodges, Viking, 1972

Pugh, Ellen Tiffany, The Adventures of Yoo-Lah-Tien, A Legend of the Salish Coastal Indians, Dial, 1975

Robinson, Gail, Coyote the Trickster; Legends of North American Indians, Crane Russak, 1976

Rockwell, Anne F., The Dancing Stars; An Iroquois Legend, Crowell, 1972

Rose, Anne, Spider in the Sky, Harper, 1978

Rushmore, Helen, Ghost Dance on Coyote Butte, Garrard, 1971

Searcy, Margaret Zehmer, Ikwa of the Temple Mounds, Univ. of Alabama Press, 1974

Showers, Paul, Indian Festivals, Crowell, 1969

Sneve, Virginia, Driving Hawk, The Chichi Loohoo Bogeyman, Holiday, 1975

Snow, Donald, Jim Thorpe, Crowell, 1970

Souci, Robert San, The Legend of Scarface, Doubleday, 1978

Steele, William O., Flaming Arrows, Harcourt, 1957

The Year of the Bloody Sevens, Harcourt, 1963

Sullivan, George, Jim Thorpe; All Around Athelete, Garrard, 1971

Sutton, Felix, Indian Chiefs of the West, Messner, 1970

Traveller, Bird, The Path to Snowbird, Mountain; Cherokee Legends, Farrar, 1972

Varga, Judy, The Battle of the Wind Gods; Adapted from North American Indian Lore, Morrow, 1974

Voight, Virginia Frances, Close to the Rising Sun; Algonquin Indian Legends, Garrard, 1972

Massasort, Friend of the Pilgrims, Garrard, 1971

Red Cloud, Sioux War Chief, Garrard, 1975

Wayne, Bennett, Indian Patriots of the Great West, Garrard, 1974

Whitney, Alex, Stiff Ears; Animal Folktales of the North American Indian, Walck, 1974

Wilkie, Katherine, Pocahontas, Indian Princess, Garrard, 1969

Witter, Evelyn, Claw Foot, Lerner, 1976

Wolf, Bernard, Tinker and the Medicine Men; The Story of a Novajn Boy of Monument Valley, Random, 1973

Wolkstein, Diane, Squirrel's Song; A Hopi Indian Tale, Knopf, 1976

Middle School Bibliography-North American Indians

Baldwin, Gordon, The Apache Indians, Scholastic, 1978

Bart, Olive, Sacajaivea, Watts, 1978

Cheatham, K. Fallis, Life on a Cool Plastic Floe, Westminster, 1978

Dickinson, Alice, Taken by the Indians, Watts, 1976

Distad, Audree, The Dream Runner, Harper, 1977

Erdoes, Richard, The Native Americans: Navajos, Sterling, 1978

The Rain Dance People; The Pueblo Indians, Their Past and Present, Knopf, 1976

The Sound of Flutes, Pantheon, 1976

Fichter, George, American Indian Music and Musical Instruments, McKay, 1978

Gessner, Lynne, Navajo Slave, Harvey House, 1976

Hale, Janet, The Owl's Song, Doubleday, 1974

Hamilton, Virginia, Arilla Sun Down, Morrow, 1976

Harnishfeger, Lloyd, The Collector's Guide to American Indian Artifacts, Lerner, 1976

Harris, Christie, Sky Man on the Totem Pole, Atheneum, 1975

Mouse Woman and the Vanished Princesses, Atheneum, 1976

Hightower, Jamake, Many Smokes, Many Moons, Lippincott, 1978

Jacobson, Daniel, The Fisherman, Watts, 1975

The Gatherers, Watts, 1977

Katz, Jane, Let Me Be a Free Man, Lerner, 1975

Lampman, Evelyn, Squaw Man's Son, Atheneum, 1978

Lavine, Sigmund, The Houses the Indians Built, Dodd, 1975

O'Dell, Scott, Zia, Houghton, 1976

Rockwood, Joyce, To Spoil the Sun, Holt, 1976

Sheppard, Sally, Indians of the Eastern Woodlands, Watts, 1975

Indians of the Plains, Watts, 1976

Supree, Burton, Bear's Heart, Lippincott, 1977

Tamarin, Alfred, Ancient Indians of the Southwest, Doubleday, 1976

Traylor, Sarah, The Red Wind, Abingdon, 1977

Tunis, Edwin, Indians, Crowell, 1979

Whitney, Alex, American Indian Clothes, McKay, 1979

Sports and Games the Indians Gave Us, McKay, 1977

Elementary Bibliography-Latin American

Alegria, Ricardo, The Three Wishes: A Collection of Puerto Rican Folktales, Harcourt, 1969

Augelli, John, Caribbean Lands, Fideler, 1973

Babbitt, Lorraine, Pink Like the Geranium, Children's Press, 1974

Baker, Betty, No Help at All, Morrow, 1978

Barry, Robert, Ramon and the Pirate Gull; A Story of Puerto Rico, McGraw, 1971

Barth, Edna, The Day Luis was Lost, Little, 1971

Belpre, Pura, Dance of the Animals; A Puerto Rican Folktale, Warne, 1972

Once in Puerto Rico, Warne, 1973

Ote; A Puerto Rican Folktale, Pantheon, 1969

Perez y Martina; A Puerto Rican Folktale, Warne, 1932

Santiago, Warne, 1969

Bleeker, Sonia, The Aztec Indians of Mexico, Morrow, 1963

Blue, Rose, I am Here; yo estoy aqui, Watts, 1971

We are Chicano, Watts, 1973

Branley, Franklyn, Como es la luna:, Crowell, 1968

Bright, Robert, Mi paraguas rojo, Morrow, 1968

Brock, Virginia, Pinatas, Abingdon, 1966

Brondfield, Jerry, Roberto Clementi: Pride of the Pirates, Garrard, 1976

Brunhoff, Laurent de, Bobar's Spanish Lessons, Random, 1965

Buehr, Walter, The Spanish Conquistadores in North America, Putnam, 1962

Bunting, Anne, Josefina Finds the Prince, Garrard, 1976

Burchard, Sue, Sports Star; Pele, Harcourt, 1976

Canepari, Nelly, Mochito, The Story of an Ordinary Dog/Mochito, Historio de un perrito ordinario, Blaine Ethridge, 1975

Clifton, Lucille, El Nino Que No Creia en la Primavera, Dulton, 1976

Cooper, Lee, Fun with Spanish, Little, 1960

More Fun with Spanish, Little, 1967

Corey, Dorothy, No Company was coming to Samuel's House/No llegaban invitados a la casa de Samuel, Blaine Ethridge, 1976

Dana, Doris, The Elephant and His Secret/El elefante y su secreto, Atheneum, 1974

Daniel-Rops, Henry, La historia sagrada; Bible Stories, Iaconi, n.d.

DeTrevino, Elizabeth, A Carpet of Flowers/Una Alfombra de flores, Blaine Ethridge, 1974

Dinhofer, Elisa, Chicos en la Cocina; Kids in the Kitchen, Bilingual Publications, 1971

Dines, Glen, Sun, Sand and Steel; Costumes and Equipment of the Spanish-Mexican Southwest, Putnam, 1972

Eastman, Philip D., Eres tu mi Mama?/Are You My Mother?, Random, 1967

Elisofon, Eliot, A Week in Leonora's World: Puerto Rico, Crowell-Collier, 1971

Ets, Marie, Nine Days to Christmas, Viking, 1959

Farquhar, Margaret, The Indians of Mexico, Holt, 1967

Fatio, Louise, El leon feliz/The Happy Lion, Iaconi, n.d.

Fideler, Raymond, South America, Fideler, 1976

Fitch, Robert, Soy Chicano: I am Mexican-American, Creative Education Society, 1970

Franchere, Ruth, Cesar Chevez, Crowell, 1970

Frasconi, Antonio, See and Say, Harcourt, 1955

Friskey, Margaret, Welcome to Mexico, Children's Press, 1975

Fulle, Suzanne, Lanterns for Fiesta, Macroe, 1973

Ganz, Barbara, Alberto and His Missing Sock/Alberto y el calcetin perdido, Blaine Ethridge, 1975

Garrett, Helen, Angelo, The Naughty One, Viking, 1944

Gault, Clare, Pele, the King of Soccer, Walker, 1975

Gee, Maurine, Chicano, Amigo, Morrow, 1972

Geisel, Theodor, Cat in the Hat, Random, 1967

Getsinger, John, Luis, Blaine Ethridge, 1976 55

Glubok, Shirley, The Art of the Spanish in the United States and Puerto Rico, Crowell-Collier, 1972

Goday, Alcayaga, Crickets and Frogs, Atheneum

Graff, Stewart, A World Explorer: Hernando Cortez, Garrard, 1970

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DORT COMPREHENSION OBJECTIVES

The following are the DORT Comprehension Objectives taught in Grades 3-8. As lessons are taught in the Ethnic Literacy Program these objectives will be reinforced.

Kit 1-A Grade 3

Detail		Vocabulary	
D-1	Recognizing Details	V- 1	Synonyms
D-2	Recognizing Main Ideas	V- 2	Synonyms-Ideas
D-3	Recognizing Cause and Effect Relationships	V- 3	Antonyms
D-4	Recognizing Topic Sentences	V- 4	Context Clues-Syntax
D-5	Recognizing Essential and Non Essential Details	V- 5	Context Clues-Idea
D-6	Locating Information-Verifying Statements	V- 6	Shifts in Meaning
D-7	Locating Information-Reading to Prove a Point	V- 7	Function Words
D-8	Locating Information-Answering Questions	V- 8	Word Structure-Compounds
D-9	Interpreting Punctuation	V- 9	Word Structure-Contractions
		V-10	Word Structure-Prefixes and Suffixes
		V-11	Word Structure-Inflected Forms, Plurals
		V-12	Word Structure-Inflected Forms, Possessives
		V-13	Word Structure-Inflected Forms, Comparatives and Superlatives
		V-14	Word Structure-Inflected Forms, Tense

Kit 1-A Grade 3

Inference

I-1 Inferring Supporting Details

I-2 Inferring Cause and Effect Relationships

I-3 Inferring Character Traits

I-4 Predicting Outcomes

I-5 Inferring Relationships

I-6 Inferring Relationships-Analogies

I-7 Recognizing Humor

I-8 Interpreting Emotional Attitudes

I-9 Interpreting Pictures

Generalization

G-1 Classifying-Identifying Category Labels

G-2 Classifying-Identifying Examples of Given Categories

G-3 Classifying-Recognizing Common Features

G-4 Recognizing Valid Generalizations

G-5 Selecting Titles for Paragraphs

G-6 Selecting Titles for Stories

G-7 Composing Titles for Selections

G-8 Drawing Conclusions

G-9 Distinguishing Between Reality and Fantasy

G-10 Distinguishing Between Fact and Opinion

G-11 Synthesizing-Classifying

G-12 Synthesizing-Summarizing

G-13 Synthesizing-Deductive Reasoning

Kit 1-B Grades 4-5

Detail

D-1 Recognizing Details

D-2 Recognizing Main Ideas

D-3 Recognizing Cause and Effect Relationships

D-4 Recognizing Topic Sentences

D-5 Recognizing Essential and Nonessential Details

D-6 Locating Information-Verifying Statements

D-7 Locating Information-Reading to Prove a Point

D-8 Locating Information-Answering Questions

D-9 Interpreting Punctuation

Vocabulary

V-1 Synonyms

V-2 Synonyms-Ideas

V-3 Antonyms

V-4 Context Clues-Syntax

V-5 Context Clues-Idea

V-6 Shifts in Meaning

V-7 Function Words

V-8 Word Structure-Compounds

V-9 Word Structure-Contractions

V-10 Word Structure-Prefixes and Suffixes

V-11 Word Structure-Inflected Forms, Plurals

V-12 Word Structure-Inflected Forms, Possessives

V-13 Word Structure-Inflected Forms, Comparatives and Superlatives

V-14 Word Structure-Inflected Forms, Tense

Kit 1-B Grades 4-5

Inference

I-1 Inferring Supporting Details

I-2 Inferring Cause and Effect Relationships

I-3 Inferring Character Traits

I-4 Predicting Outcomes

I-5 Inferring Relationships

I-6 Inferring Relationships-Analogies

I-7 Recognizing Humor

I-8 Interpreting Emotional Attitudes

I-9 Interpreting Pictures

Generalizations

G-1 Classifying-Identifying Category Labels

G-2 Classifying-Identifying Examples of Given Categories

G-3 Classifying-Recognizing Common Features

G-4 Recognizing Valid Generalizations

G-5 Selecting Titles for Paragraphs

G-6 Selecting Titles for Stories

G-7 Composing Titles for Selections

G-8 Drawing Conclusions

G-9 Distinguishing Between Reality and Fantasy

G-10 Distinguishing Between Fact and Opinion

G-11 Synthesizing-Classifying

G-12 Synthesizing-Summarizing

G-13 Synthesizing-Deductive Reasoning

Kit 2 Grades 6-8

Details

D-1 Recognizing Details

D-2 Recognizing Main Ideas

D-3 Recognizing Sequence

D-4 Recognizing Comparison

D-5 Recognizing Cause and Effect Relationships

D-6 Recognizing Character Traits

D-7 Recognizing Topic Sentences

D-8 Recognizing Essential and Nonessential Details

D-9 Recognizing Equivalent Statements

D-10 Locating Information-Reading to Prove a Point

D-11 Locating Information-Answering Questions

D-12 Identifying Story Elements

D-13 Organizing Temporal Words in Sequence

D-14 Sequencing Events

D-15 Recognizing Abbreviations

D-16 Distinguishing between Vague and Specific Terms

Details

D-17 Interpreting Punctuation

D-18 Organizing Information-Identifying Titles

D-19 Organizing Information-Indexing

D-20 Using References-Tables of Contents

D-21 Using References-Dictionary

D-22 Using References-Encyclopedia

D-23 Using References Newspaper

D-24 Using References-Telephone Directory

D-25 Using References-Tables and Schedules

D-26 Using References-Indexes

D-27 Following Directions

D-28 Reading Pictorial and Graphic Materials-Maps

D-29 Reading Pictorial and Graphic Materials-Globes and Models

D-30 Reading Pictorial and Graphic Material-Simple Diagrams

D-31 Reading Pictorial and Graphic Material-Diagrams

D-32 Reading Pictorial and Graphic Material-Graphs

Kit 2 Grades 6-8, continued

Vocabulary

V-1 Synonyms

V-2 Synonyms-Ideas

V-3 Antonyms and Synonyms

V-4 Homonyms

V-5 Antonyms

V-6 Heteronyms

V-7 Multiple Definitions

V-8 Context Clues-Syntax

V-9 Context Clues-Idea

V-10 Shifts in Meaning

V-11 Function Words

V-12 Idiomatic Language

V-13 Connotation

V-14 Mood Words-Classifying

V-15 Mood Words-Using

V-16 Pronoun Referents

V-17 Literal and Figurative Language

Vocabulary

V-18 Figurative Language-Simile

V-19 Figurative Language-Metaphor

V-20 Figurative Language-Alliteration

V-21 Figurative Language-Personification

V-22 Figurative Language-Hyperbole

V-23 Figurative Language-Onomatopoeia

V-24 Word Structure-Compounds

V-25 Word Structure-Contractions

V-26 Word Structure-Prefixes and Suffixes

V-27 Word Structure-Inflected Forms, Plurals

V-28 Word Structure-Inflected Forms, Possessives

V-29 Word Structure-Inflected Forms, Comparatives and Superlatives

V-30 Word Structure-Inflected Forms, Tense

Kit 2 Grades 6-8, continued

	Inference
I-1	Inferring Supporting Details
I-2	Inferring Sequence
I-3	Inferring Similarities
I-4	Inferring Cause and Effect Relationships
I-5	Inferring Character Traits
I-6	Interpreting Descriptive Style
I-7	Predicting Outcomes
I-8	Inferring Relationships-Analogies
I-9	Recognizing Style (Figurative Language)
I-10	Recognizing Humor
I-11	Recognizing Unverified Statements
I-12	Recognizing Emotional Attitudes
I-13	Interpreting Emotional Attitudes
I-14	Interpreting Author's Purpose
I-15	Interpreting Story Facts
I-16	Interpreting Figurative Language
I-17	Interpreting Pictures
I-18	Inferring from Descriptive Facts
I-19	Interpreting Mood
I-20	Inferring the Main Idea